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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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By William H. Bristow

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EDITORIALS

Non-Routine Half-Days

THERE are likely to be more temptations to disturb school routine this school year than ever before.

There is little objection to these interruptions on the ground of loss of time from school work. There is serious liability to routine dullness in school programs.

Everyone recognizes the value of the recess. It makes it impossible for a program, or programs, to be boresome for more than two recitation periods at one time. There should be half of a half-day every week in every elementary school for something wholly apart from routine work. It is as vital as a recess every forenoon.

The problem is the selection of the use of these half half-days. They should be provided for before the school year begins, and there should be no divergence from this except in case of real emergency.

The past school year was occasion for glorious divergence because of the terrible flood tragedy. We have known few school experiences that have meant so much to America as the interest of school children of the North in the flood-suffering schools of the Lower Mississippi Valley, and the subsequent interest of the schools of Arkansas, Louisiana, and Mississippi in the flood-suffering schools of Vermont.

Ordinarily the use of these half half-days should be planned. The Junior Red Cross should always have first place. There is no question but that the Red Cross is the only organization that can act promptly in case of any public calamity, be it fire or flood, earthquake or tornado; and it is the Junior Red Cross that constantly supplies recruits for the Red Cross. There are historic days, national and local, that should never be neglected. There are vital days like Arbor Day, Forest Day, Safety-first Day, Thrift Day, etc., etc.

The tragedy is that so many propaganda days are schemed for by special interests. There is nothing in the public schools so alarming as the way in which mischievous, sometimes vicious schemes are forced upon the schools. It might jeopardize a superintendent's re-election were he to oppose a propaganda scheme presented by a

local organization or clique of influential people.

It should never be his business to decide any question of this kind. It should be the business of the Board of Education to decide all such matters long in advance, except in cases where there is no difference of opinion, as in the case of national disaster.

School Board Supreme

SEVERAL recent legal decisions by higher courts definitely establish the authority of Boards of Education in administrative educational affairs in states, counties and cities. In the latest case that has come to our notice the Superior Court says the Appellate Court decision was a substitution of the court for the School Board in the legitimate exercise of the functions enjoined upon the Board by law. The public is entitled to an honest, fair and efficient exercise of the duties of the School Board so imposed upon it, and *the law does not contemplate that the Board shall be hampered in the exercise of its powers in the interests of the public schools,* while acting within the scope of those powers.

"When the action of a public officer partakes of a judicial nature and that officer has passed upon the question in good faith, though on substantially conflicting evidence, the writ of mandate will not be granted."

Professional Sportsmanship

THERE is the same spirit of sportsmanship in the Maine woods professionally as there is with rod and rifle. Leon P. Spinney, superintendent, Ridlonville, has small schools in the towns of Andover, Byron, Mexico, and Roxbury on the New Hampshire border in the shadow of the Presidential Range of the White Mountains. There is nothing that promises fame or fortune to any one in the woods and hills of that district, and yet those schools have the record of Maine and probably of the United States in public school health achievement in rural schools.

Miss Abbie M. Buch, child health education supervisor of the Maine Public Health Association, in a visit to the district last October announced that schools with either 100 per cent. or 50 per cent. dental corrections would receive official certificates.

Mr. Spinney asked the teachers to try for certificates. They laughed at the idea. Dentists were scarce in that part of the world, and there had been no crusade for better teeth when any adults were children. A fourth grade teacher in Mexico got her school in the game, and that was the first township school in Maine to win a 100 per cent. dental certificate without the aid of a school nurse or a dental clinic, and the first school in Oxford County to win a certificate of any kind. When Mr. Spinney broadcasted the news that one school in that district had a 100 per cent. certificate there was a wild rush for certificates. There had never been anything like this kind of sportsmanship. Money was raised in various ways. One school had a "Hobby Show," a la the Sophie J. Mee School, Mt. Vernon,N.Y. At ten cents admission to the "Hobby Show" they took in sixty dollars, which paid dental bills for two schools. One school had an operetta and raised the money to pay dentists' charges.

Schools won certificates all over the district, literally breaking the record for Maine and probably for the United States when the distance to dentists is considered, where there is no school nurse or dental clinic. Perhaps the most interesting instance was in Horseshoe Valley, a school literally in the woods, "nothing there but woods and silence," not a house in sight in any direction. The nearest house is a mile from the school. There were only five pupils last year, but the school won a 100 per cent. certificate.

We have merely indicated the spirit of all teachers, all children, all parents, everybody, in having the teeth of all the children corrected. The best of it is that for one year school achievement was centred on the personal health improvement of every child far away from any commercial, industrial, social or civic centre. It was great sportsmanship.

Eliminate "Forbidden"

DR. DORA WAGNER, Germany's international ambassador, among the many tactful appreciations of America compared to our advantage the difference between the German way and the American way of eliminating mischievous practices of careless people.

Dr. Wagner magnifies the famous Youth Movement in Germany prior to the World War in which she teaches Americans several useful lessons, but she emphasizes one serious custom in Germany with youth and adults. This, that and everything is prevented by signs. Doing this is "Forbidden," doing that is "Forbidden." Every sign is a "Forbidden" sign.

She contrasts that with the "Please Don't" in America. She quotes many signs, some of which are really ridiculous, but all of which demonstrate achievement.

Our hard-boiled traditionalists who think we over-use the soft pedal will do well to hear Dr. Wagner's appreciation of our courteous way of solving many disagreeable problems.

It reminds us of enemies of Horace Mann seventy-five years ago, who insisted he was an atheist because he did not champion Solomon's signboard: "Thou shalt beat a child with the rod, and shall deliver his soul from hell."

American Public Schools

(Second Article)

By A. E. WINSHIP

THE American problem is to sell the American public school of today to the American public of today.

It is more than an educational problem. It is an American problem. It must be solved immediately. It will require a combination of all well-wishers of humanity to deal with all phases of the question.

The situation is so serious as to be alarming. On the highway there are "Caution" signs, and "Danger" signs, and the present public school situation requires a "danger" sign.

The tax limit is approaching and the bond limit has been reached in some cities and counties, but the demand for tax money knows no limit. Everything and everybody in public service needs more money, must have more public money. Good roads must be created immediately everywhere in the country, and cities must have new streets cut through and old streets widened regardless of cost. There must be abundant fire department equipment; adequate buildings must be provided, and more men must be in the service. The police department must have shorter hours, which means more men. There must be traffic officers, and no end of detectives and plain-clothes men. The courts must have larger quarters, more judges, more clerks and more janitors. There must be more parks, more equipments in parks, more attendants, and higher salaries for everybody everywhere in public service.

Everyone is restless and critical because the school budget is so much larger than that of any other department.

At the same time the public schools need new buildings, more expensive buildings, larger school grounds, more teachers, better teachers, higher salaries, more pensions and a lot more money for many other things.

The envious public service rivals are combining their forces, and it will be no dress parade performance to meet the attack. Public sentiment is already jeopardized by the situation. There are young men and women, graduates of public schools and professional schools, who cannot market their education.

This crisis demands that *every dollar used in education be accounted for in definite valuable achievements.* Everything in public education must be marketable. There must be an accounting in specific achievement. There must be no attempt to escape this responsibility. It has come upon us like a cloudburst.

Achievement is calling from the heavens above and the earth beneath. It reminds us of an experience in Brookline when the starlings came there in flocks. Brookline found itself confronted with an all-summer menace. Starlings by the thousands had come to roost in its most exclusive residential section. The incessant chirping kept residents awake nights. Boldly and brazenly these starlings flew through open doors and windows and made themselves at home in unwelcome households. Residents petitioned the authorities for help, and the officials searched for information on how to drive undesirable birds away from a residential community. Some one suggested shooting Roman candles through the trees. For two nights the starlings were subjected to pyrotechnic displays, and the birds left, never to return.

Like Roman candles in the Brookline trees *Achievement* must be shot into every branch and twig of public schools.

Like every municipal, state, and federal enterprise it must be demonstrated that its achievement is as profitable and as marketable as though it were handled by public utilities.

Professional sentiment will no more save educational experiments than political sentiment will save municipal enterprises that are not everyway as good as they might be if under Henry Ford's management.

The present crisis must be met with answerable proof that all school people will unite in an effort to make the schools the best that can be made. The critics cannot make better schools, the school people must make better schools. The critics can easily prove that the schools cost too much if the school people do not make them so good that no one can show that they can make them better.

I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have. I must stand with anybody that stands right; stand with him while he is right, and part with him when he goes wrong.—Abraham Lincoln.

Belding's Page

UNANSWERABLE QUERY

REPEATEDLY youth asks: "What's the harm?" Why should they not do this or that which either gives them pleasure or is "being done"? Sometimes the question can be answered. Certain lines of conduct are directly injurious and facts can be cited to prove them so. But a great many of the acts about which young folks raise the query, "What harm?" are not intrinsically harmful.

But the question can be countered with another one: "What is the good?" A life filled with "what's the harm" activities is a life full of emptiness. It lacks constructive ideals, aims and ambitions.

A life that is replete with worthwhile interests has but little time to waste on behavior that lies along the border of danger. The young person who has caught a vision of exalted purpose and is eagerly pursuing it, rarely needs to ask about the harm.

Leaders of youth may well ask themselves whether they are supplying the positive, constructive inspirations which lift individuals out of the muck of secondrateness to a plane of noble aspiration and heroic enterprise.

"THREE R'S" NEED REAPPRAISAL

THE movement of population from the country to the cities has been deplored, ofttimes, by people who did not stop to think that the increased efficiency of farm machinery and methods has greatly reduced the need for workers in the rural districts.

As educators, we have frequently lamented the pressure from many directions tending to crowd the three R's into a small corner of the curriculum. Is there warrant for our mourning?

Let us examine the R's in order.

Reading is still an important means to information and is essential to culture. But oral reading has become almost a lost art, except in movie houses; and when these are equipped with movietone and similar devices, we shall have an end to the reading of titles, either audibly or in silence. The picture newspapers convey their messages to those of very limited reading abilities—some critics say the tabloids are for "folks who cannot read." What with talking films and the radio, broad stretches of time can be whiled away without reading.

Take 'riting. Nine-tenths of the writing by grown-ups today is done on the typewriter. Much of the correspondence and literary work are performed by talking into the ear of a stenographer or a dictaphone. One can hire an expert to draft a letter, an advertisement, or an article for the press. A limited skill in writing can be covered up by those who possess some other skill in marketable quantity.

When it comes to 'rithmetic—there are adding machines which subtract, divide and multiply. There are interest tables and slide rules—and even a machine to do calculus! So why learn the art of computation?

Now while no one should take these destructive arguments too seriously, they contain a modicum of validity. When we see the so-called fundamentals of the curriculum elbowed into small space to make room for safety first and fire prevention and thrift week and the daily glass of milk, we shall worry less if we bear in mind that our young hopefuls will get along somehow, even if they lack some of the good old doctrine rubbed into ourselves by teachers who had little else to do.

Incidentally—to return to the farmer by way of illustration—the rush to the industrial centres has had important effects in forcing the farmers who remain to study efficiency. The schools, likewise, may be learning to teach their basic subjects with less wasted effort and consequently in fewer hours. If the three R's are pressed into small compass, there's doubtless a reason, and there ought to be a result; namely, more clearly aimed and efficacious teaching.

LIFELONG EDUCATION

EDUCATION is frequently called a lifelong process. And, of course, it is precisely this. The whole of life is a schooling—for some purpose beyond our ken.

One of the most pitiable sights is the person who has ceased to develop under life's tutelage. The closing of the mind to new truth may be gradual, almost imperceptible at first. But as old age creeps on the terrible truth stands more and more revealed.

The span of life is increasing, thanks to modern science. We are going to have more people living to advanced years. The pity of it is that a great many of these old people will have ceased their mental growth in middle age or even earlier. What, then, can the added years bring them that is really worth having?

Greater length of life is only one of the blessings science is conferring. Another is greater leisure. Hours of work have been decreased and will be decreased still more as machinery and organization proceed. The need for intellectual interests will be enormously greater as the years pass.

Anson W. Belding.

Associate Editor.

Take Time to Be Human

By GARRY CLEVELAND MYERS, Ph. D.

Western Reserve University, Cleveland

BE HUMAN. Your children are. Don't mistake them for machines.

Such advice is hard, of course, to heed in these modern days. From the time the teacher enters the training school to her last day as a regular teacher she must pay so much attention to machinery, to things measurable, to objective products, that she finds it hard to think of each child as an individual personality. Pressed by her many tasks the teacher feels herself moving like a motor in a mechanical schoolroom filled with mechanical children.

While she herself may move as a machine she never will succeed in moving the children as such. No button here or lever there will start them going or direct their learning. They are not mechanical; they are human. Each has his individuality and responds in his peculiar way. He, furthermore, responds only when he chooses to respond.

When we deal with a child, then, we deal with a personality whose readiness to act and whose direction of response are fashioned by all sorts of factors far too variable and complex to react to a machine. The way he feels: his joys and sorrows, his hopes and fears, his pains and pleasures, his like and dislikes—all sorts of elements in his emotional experiences, help determine what he will do or will not do when we attempt to start him into action or to direct his activity once it is going.

In the long run the pupil, like all other human beings, does what he wants to do and he does not do what he does not want to do. We arouse and we direct activity in him insofar as we create urges in him. We are wishmakers. Nothing more are we, in the last analysis, so far as our control of children is concerned.

Machines we can run rapidly or slowly, as we choose. We pull a lever here or press a button there; we turn on more current or more fuel. But for children there are no like regulators. Unfortunately many a teacher assumes that such adjusters do obtain. How false is her assumption! The more she tries to speed the pupil the more slowly he will try to learn. The reason that the average child works so slowly is because his teacher has been driving him to try to work so fast. Scientific studies have demonstrated what commonsense declares, that to make a child hurry when he tries to learn, to hold a stopwatch over him, is to make him increase mistakes. As his errors grow in number and the child becomes aware of them, he is disgusted with himself, annoyed by the drudgery of correcting them, and his morale for further learning is impaired.

On the other hand the child increases his own speed of learning as he improves in accuracy. When he does things well he gets a thrill that motivates him to more effort. There is no urge like the urge that comes from the awareness of success.

Strive for accuracy, first, in matters of fact learning with your children, and their speed is sure to follow.

When the child is called upon to speak in class he usually is supposed to answer quickly. If he cannot do so he is made uncomfortable. If he pauses for a moment it seems to him, to his classmates and his teachers as if many minutes have expired. Up go a score of waving hands. Unless he answers quickly he must let another pupil answer for him. The busy teacher also is uncomfortable if her pupil pauses, and she betrays impatience by her gestures or remarks.

Under such conditions children can't be comfortable; they cannot feel themselves respected as personalities. The speed pressure of the modern school bears all the earmarks of machinery. The teacher who on its account is annoyed and impatient and who attempts to force speed upon her pupils becomes herself mechanical and suggests to pupils they are nothing but machines. The modern mania for speed in schools makes it hard for teachers to be human.

The child who comes to school before the time for "books" may have to go to work. He may have to copy problems from the board and work them. The teacher's purpose is to keep him quiet so that she may work uninterruptedly. He is punished, therefore, if he comes to school too early. But the busy teacher overwhelmed by school machinery overlooks her major opportunity. Her very zeal to prepare to help the children in their learning is a stumbling block to her success.

A rare teacher rises above such commonplace procedure. She looks upon the few minutes of the morning as the time when she can prove herself a sympathetic personality among her pupils, a time not for preparing lessons for her children, but a time for preparing children for her lessons. Into her school pupils come early in the morning and meet her, to talk with her, to tell her about their most interesting experiences, to divulge to her the little secrets of their home, the joys and the sorrows there, to ask her questions and get

her help on the hard things in their lessons, and to report the new things which they have discovered.

Her children also come to enjoy the company of other children and to exchange experiences, to work with one another, and to do the things in school they like most to do. In such a human atmosphere is carried on the most nearly perfect education. It is life at best.

Children who so begin the day are ready for effective work when the formal part of school is launched. Their teacher also carries through the day this human attitude. She discovers that she saves most time when she seems to lose it; when she pauses to answer a question here, and to listen to a personal experience there. She turns these human factors tactfully toward the lesson; she puts human touches in her teaching. She knows that when her children feel comfortable, when they know she cares for them and is concerned about the smallest interests which they have; when she makes them feel that none of their problems is too trivial, she does most to make them get on better with their studies.

She does not grow angry with them when they make mistakes. Instead, she patiently corrects them and leads them to be cautious and to learn with accuracy. She never laughs at them or ridicules them when they make mistakes, nor does she make remarks which cause children to laugh at one another's errors. She does not let her children get enjoyment from the failures and misfortunes of their comrades. She asks no child a question merely to show him up and embarrass him. She asks him what she is pretty sure he knows. What he doesn't know she shows him how to learn. She helps her pupils to succeed and to celebrate success.

She does not humilate her children or make them feel inferior. She makes each pupil feel he is a personality to be respected. She helps him to develop self-esteem and to enjoy self-approval. She helps him to grow in personality.

The pupils of this teacher care for her because she cares for them. They esteem her genuinely. Esteeming her they increase their interest in what she teaches them. They study harder. No child merely learns spelling or arithmetic as such; but he learns these subjects taught by Miss Bernard toward whom he has very definite attitudes and feelings.

The child's choice of a vocation, his success in life, his destiny, indeed, are shaped by one or more teachers more frequently and to a degree far greater than we are likely to assume. That teacher who is trained to teach, who knows her subjects, who understands how children learn, who knows children, sympathizes with them, is thoroughly human with them, and who earns their genuine esteem, builds more vastly than she ever dreams.

Need of Academic Background

By LEE KIRKPATRICK

Superintendent, Paris, Kentucky

NO AMOUNT of training in service can ever take the place of training before service.

No amount of training in the technique of teaching, method and other forms of professional training can ever take the place of good liberal scholarship.

No amount of scholarship can ever take the place of good courses in the technique of teaching, method or other professional training.

No objective or outside coercion can compel any teacher to make the highest type of improvement.

Every community and every school system should have a definite teacher improvement program, should spend a definite amount of money on this improvement program.

We develop in this country great enthusiasm over building programs and fail to develop enough enthusiasm over well-trained teachers. The living teacher is by all odds the most important factor in the school, and there is where our money should be spent.

There is no subject in professional education that does not need its background of academic culture if we are to get its greatest meaning.

Compulsory school laws will not keep children in school. Interesting, well-trained teachers will.

We are abundantly able to finance a liberal educational policy, and we shall furnish highly-trained teachers for every position in every school when we get to the place in our thinking where we really value childhood.

Making Arithmetic Educational

By WILLIAM D. MACKINTOSH
East Cambridge, Mass.

TIMES have changed since Hodder's arithmetic met with such success—its twenty-seventh edition being issued in 1739. This edition, like all previous editions, except one, was published at London; that exception, the twenty-fifth, being published here at Boston in 1719.

That may well account for our arithmetics having, ever since, patterned after Hodder's. To be sure our arithmetics do not preface with Hodder's introductory: "And now for the better completing of youth as to clerkships and trades, I am induced to publish this small treatise of arithmetic." They do, however, follow Hodder's plan of making arithmetic instructional—the opposite of educational—by utilizing such subjects as "weights and measures," "proportion," "interest," "discount," and others; such subjects as Hodder deemed necessary that youth should be informed about, to fit them for "clerkships and trades."

Why not recognize that today, with the vast increase of institutions whose business it is to do this fitting for "clerkships and trades," all excuse has vanished for arithmetics to dabble with such instructional matters.

Why not recognize that little is left for arithmetics to do, unless they are willing to become educational; devoting themselves to developing a faculty, the counting-sense; the sense that enables us to carry on computing operations without hesitation, without conscious mental exertion.

In becoming educational, arithmetics must pay heed to matters that could be neglected while following the instructional plan. They must see to it the children understand, from the start, what they are doing at every new step. They must see to it that the children understand the nature of the tools they must use, our "numerals" and "numbers," before they begin using them. They must see to it that until this faculty, the counting-sense, has had opportunity to become developed to the extent that simple computing operations can be carried on without hesitation, without conscious mental exertion, hand-work must be provided in excess of head-work. They must see to it that, when the children come to problem-work, all given problems shall lie within the range of their experience.

Has the time come when the children realize that they cannot talk, with exactness, about "how many," unless they are able to use words expressing numbers? If so, then they can understand the need of learning to use such words in our commonly-accepted order.

As our counting-system is a decimal system, our first ten counting-words (from the counting-word "one" to the counting-word "ten") will suffice for all operations preceding the use of "numbers."

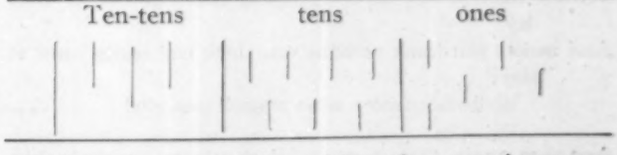
So soon as the children have learned to apply these ten counting-words to any objects at hand, they are to begin grouping objects; learning to apply the counting-word used with the last object in the group, as the counting-name of the group itself. Then the reverse process—learning to group in accord with any one of the ten counting-names; for instance, if asked to group "six" objects, they will apply their counting-words to the objects as fast as they get them together, until the counting-word "six" is used.

The next step is to group systematically by "tens"; small objects, like splints, to be used. As fast as a ten-group is ready, it is bundled and put in a space previously marked off and labeled "tens"-space; so with other ten-groups till the original pile will furnish no more such groups. Left over singles to be put in an adjacent space, labeled "ones" space. Lastly the counting-name is to be written, like this, perhaps: "seven tens nine ones." Again the reverse process; counting-name given first, then grouping in accord.

When the original pile is to consist of more than nine tens—then smaller objects to be used. Three spaces now to be marked off, labeled "ten-tens," "tens," "ones," respectively. The process to be similar to the previous process, except that three sizes of flimsy-cloth bags are to be provided. Smallest size for left-over "ones," medium size for "ten" groups, largest size for any "ten" group of the medium-sized bags.

Now it is time, instead of writing the counting-name of the groups at once, to first make a record; then apply its counting-name to the record.

This record is to be made with tally-marks like those numerals to which we apply the counting-name "one." A tally-mark is to be made of adhesive material, like ink or lead from a pencil, deposited on spaces marked off on paper and properly labeled; a tally-mark for each group. Suppose three large bags on "ten-tens" space, seven medium on tens space, five small on "ones" space. Then the record like this:—



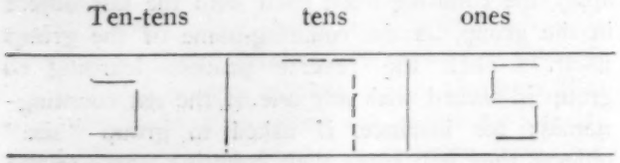
When they come to writing the counting-name they will see that the counting-name serving as label for the space, tells also how many in each one of the groups in that space. They will see

that the counting-name for the group on each space is to be found by combining the counting-name of each group, with the label counting-name.

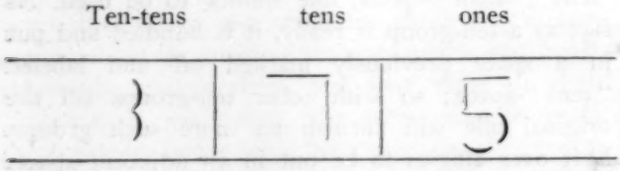
In this case the entire counting-name this: "Three ten-tens, seven tens, five ones."

They have found out what we mean by our phrase "place-value."

Next step is to arrange these tally-marks in groups, like this:—



These grouped tally-marks now to be joined and rounded, where necessary, into shapes corresponding to numeral-shapes:—



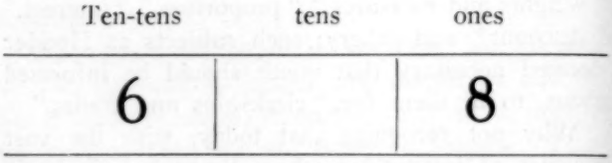
Now they are to practice identifying, at a glance, the number of tally-marks required to make each of the nine groups possible, in order to be able to apply its proper counting-name to any of these shapes, to which we give the name "numerals."

For more extended computing exercises, finding the "sum," the "remainder," or their variations, the children are to use these still smaller objects—these grouped tally-marks.

As they are necessarily to be made with pencil or pen, this question comes: how is hand-work in excess of head-work still to be possible? How are the processes carried on with the groups of splints and the groups of smaller objects—the subtracting from their place, the carrying, the adding to another place—still to be possible with this pen and pencil?

For answer to the question, a glance at the exterior mechanism of any adding-machine will suffice; that answer is this: mount these numeral shapes on small movable bases. Now these numeral-shapes can be substracted from their receptacle, carried to and added to a place-value space; subtracted from one place-value space, carried, added to another such space; also the reverse, at will. Hand-work still in excess of head-work.

One step still remains—condensing the record to the lowest extent possible. Suppose this record:—



Now the space-guards are to be done away with, the numeral-outlines to guard each its own space; where no numeral-shape, the original space-guards to be kept; their ends bent together this way:—

6 0 8

When the children's counting-sense is developed far enough, they can begin using these small forms for direct computing; hand-work no longer in excess of head-work.

It's Funny What a Smile Can Do

By E. M. BRAINERD

Do you ever feel all lonesome-like, and sorter down at heel,
And all upset and worried, till you somehow seem to feel
That the world is full of misery, there's no one seems to care,
That nothing in this great big world is worth while, anywhere;
Then someone whom you love a lot comes smiling up your way,
With a trustful sort of cheerfulness that lightens up your day
And makes you think perhaps your luck has really come to stay?
Well—it's funny what a smile can do!

And then, again, there comes a job that looms up kinder big,
You know if you expect to win you'll have to work and dig;
And your neighbor says it can't be done, you'd better reef your sail,
It really is a waste of time, you cannot help but fail;
But then your Friend just smiles a smile, of Faith the biggest part,
It makes a warmish feeling in the centre of your heart
And you go right in and finish the thing you couldn't start;
Say—it's funny what a smile can do!

Sometimes when you are thinking perhaps it's not worth while
To do the right and proper thing, it's rather out of style,
You think perhaps you may as well allow a slip or two
From out the straight and narrow path, as certain others do,
There really is no harm, you say, it's just a little fun—
And then you see that friendly smile come shining like the sun
'N somehow you can't do the thing you almost had begun!
Yes—it's funny what a smile can do!

—Congregationalist.

Where Acoustics Are Tested

By JOHN RITCHIE
Malden, Mass.

THE importance of music in the modern school program is surprising to all who become for the first time acquainted with the facts. Singing has always been a school exercise, but in recent years the piano, ensemble work with this instrument, practice with orchestra and band, and instrumental technique, and studies in music appreciation, are a part of school work all over the land. A couple of years ago an ensemble of twenty-four pianos was presented in San Francisco; at the National Education Association convention in Dallas last year there was a piano class recital by first and second-year pupils using ten pianos with more than twenty schools represented by players, while more surprising was the assembling of four or five hundred members of school orchestras from all parts of the country, whose playing was a feature of the welcoming exercises.

This great movement has now the stimulation of the reproducing horn, which affords almost extraordinary opportunity for instruction in appreciation, and equally unusual chances to get acquainted with the music of the world, and which is already taking its place in the school auditorium. It is of interest that a Boston architect, Frank Irving Cooper, has been very actively engaged in co-operating with the manufacturers towards the best possible development, and his studio at Wayland, Massachusetts, has been the testing field for many horns in process of evolution. It is further of interest that the auditorium of the Arlington (Mass.) Junior High School, East, and the gymnasium of the Somerville (Mass.) High School, opened with the present school year, are equipped with reproducing horns; while the auditorium at Somerville, when ready for use, will be furnished with a similar horn.

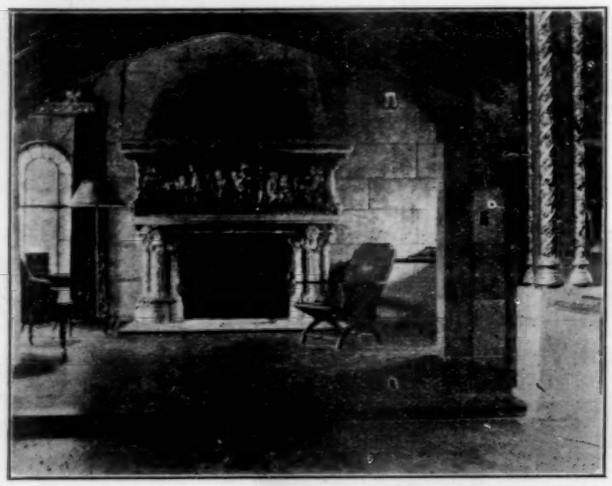
Mr. Cooper has always been active in the effort to make school buildings better fitted for their purposes. He began early with a comparison of the legal building requirements of the different states, absurdly at variance in different places; he has studied as chairman of the National Education Association planning committee the efficiency of buildings from the point of view of space utilization, and has been a pioneer in trying to make schoolhouses of value to the community in out-of-school hours. Each of these studies has helped establish some fundamental principles in schoolhouse planning and construction. He has further given attention to factors concerned in the better presentation of items in the school program. One of these other investigations has been in the domain of acoustics, and music presentation, and in this his studio at Wayland (Mass.) has been an effective helper.

THE STUDIO

Mr. Cooper's studio is most attractive in its gypsumite exterior in Mediterranean style; the main hall of the studio bears testimony to various experiments towards the betterment of school buildings. A sculptured mantel was the forerunner of similar decorations in half a dozen of the important high schools of New England, cherubs and imps gaze on the company from unexpected niches, and the whole atmosphere is of artistic culture. The space, although not vast in extent, is well adapted to experiments in musical renditions, being perfect in acoustic treatment, and reproducing quality, and presenting tone color, relative values of the different choirs and other desiderata in musical work.

With a musical foundation while a boy, and in a profession in which the schoolhouse is a dominant element, Mr. Cooper has spent much thought

on the acoustics of the school auditorium and the development of means for presenting mass musical instruction. Talking machine records are, in their modern examples, of highest value for such purposes, but there has been lacking sufficient volume in tone. Realizing half a dozen years ago the possibilities in the matter, Mr. Cooper discussed the question with various manufacturers. Experiments in the studio, supplementing those in the factory, have resulted in a series of reproducing horns, and manufacturers of such devices to-



THE MANTEL

day are using every effort towards the perfecting of the instrument.

With the reproducing horn it is possible to make of the school (or other) auditorium a most important centre for musical education, an education which in the use of the school building for community gatherings, is extended to the general public. From talking machine records are to be obtained the world's greatest musical classics, which may be presented in continuous concert form, with the greatest orchestras in the world in action. These may be given the highest value in the study of appreciation, since unlike the orchestra itself, which pursues its themes, counter themes, developments and progressions from start to finish without interruption, the horn presentation may be accompanied by a lecture. The principal and subsidiary themes may be pointed out and repeated; the flow of the music may be interrupted for explanatory remarks, and an enlightening verbal story may be given the students or the audience. The possibilities here are without limit, for the flexibility of the reproduced record will permit any kind of treatment. Vocal, solo or ensemble numbers are equally at command, and for an evening concert a request program may replace one with more or less of unfamiliar style.

While music is a most important beneficiary by the new methods of presentation, the reproducing horn is available for lectures, literary presentations and other school work, supplementing the teachings of individual instructors to their classes by mass instruction by authoritative speakers, while for the people in their social gatherings, if the dance is the wish of the company, it is quite as much at their service as in classical studies.

The story would not be quite complete if it omitted mention of the possibilities of utilizing the radio, but it is true that the treasures of its potential educational resources will be at the service of educators of the future.

We have just opened a new door in the castle of educational facilities, what hallways lie beyond, what other doors may open from them, what the possibilities may be, we cannot even conjecture, but in this step forward in education it is of interest to realize that an architectural studio at Wayland has helped in the unlocking of these new ways to knowledge.

Lindbergh's Luck

By HORACE C. CARLISLE

"I had the safest monoplane
That ever took the air,
I had the smoothest engine of
Which science is aware,
I had the truest instruments
That ever led a lad—
And hope I made," young Lindbergh said,
"Good use of what I had."

Far greater than his conquest was
O'er fog and rain and sleet,
Far greater than a courage too
Divine to fear defeat,
The greatest slogan of all time—
To which no man can add—
Are Lindbergh's words: *"I hope I made*
Good use of what I had."

—Georgia Education Journal.

Traveling Through Tropical Isles

Sixth Article

Through the Lesser Antilles

By L. H. PUTNEY
Boston

ONE thing which always attracts the attention of visitors to the Lesser Antilles is the highly ornate uniforms in which the native civil servants are bedecked, especially those who belong to the constabulary. There seems to be method in this; for so great is the negro's love for a showy uniform that it is said for the privilege of wearing it he is content to receive ridiculously low wages.

Industrially there is no uniformity in the Lesser Antilles, although in almost all the islands sugar growing is important. Most of the sugar raised in the British islands goes to England or to Halifax, while that produced in Guadeloupe and Martinique finds its destination in France. In Montserrat, Nevis, and Dominica the raising of limes takes precedence. Many of them are shipped to the United States to be used for making limeade, but by far the greater part of the output is sent to England, where it is employed in the manufacture of chemicals. For this latter purpose the limes themselves are not shipped, but the juice is extracted and concentrated by boiling until it becomes a thick black liquid somewhat resembling dark molasses.

Both Dominica and St. Lucia raise great quantities of tropical fruits which find a ready sale in Barbados, where such things do not seem to grow well.

That the importance of agriculture to the economic life of the islands is fully recognized is shown by the establishment of a "School of Tropical Agriculture" in the suburbs of Port of Spain. This is attracting planters not only from the entire group but also from the South American countries. Besides, at Roseau in Dominica and Port of Spain are found excellently kept botanical gardens. Not only do they contain trees from all over the world, some of which we do not recall seeing even in the wonderful gardens at Singapore or at Buitenzorg in Java, but at Roseau large plots are devoted to the experimental growing of the several fruit trees common to the Lesser Antilles.

In dollars and cents, however, by far the most important exports are petroleum and asphalt, both of which are produced in Trinidad; indeed, that island is the largest producer of petroleum within the British Empire. Much of the oil is shipped in the crude form, in spite of the large refineries which have been built in the vicinity of San Fernando, a city some forty miles from Port of Spain.

So checkered is the history of the Lesser Antilles that it makes one dizzy trying to read it. Except for Barbados, which owes its discovery to the Portuguese, from whom it received its name, meaning "fig tree," all of the islands seem to have been visited by Columbus on some one of his voyages. In fact, most of them can trace their names to this great discoverer, who took that means to do honor to the church he loved so well. Wrapped up in their history is the story of the constant warring going on between England and France in the seventeenth and eighteenth centuries, for they were continually being captured and as frequently being returned, until finally title to all of the larger islands, except Guadeloupe and Martinique, was confirmed in England by the Congress of Vienna.

During the Puritan Revolution Barbados and Antigua were so strongly royalist that all trade with them was banned. It was during this period, too, that the population of many of the islands was tremendously swelled by an influx of royalist exiles, and by "unruly" men, whom Cromwell got rid of by shipping to the "plantations," where they were bound to the "gentleman planters" for several years' labor. In the Irish brogue, so marked today in Montserrat, we still have a reminder of this "godly" man's ruthless campaign in Ireland, which ended in the deportation thither of thousands of the Irish youth.

Many are the quaint stories the islands could

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tell, were they endowed with voice. For example, St. Kitts was once sold by the English crown to provide the money needed for the marriage portion of one of its princesses. Sir Walter Raleigh visited the Pitch Lake on Trinidad to calk his ships and found the island so poor as to lead us to believe the later story that the colonists could go to Mass only once a year, inasmuch as the few suitable clothes had to be passed around. We smile when we read of the terrible fuss made by one of the governors of Grenada when the irate colonists decided to hang him instead of putting him to death as became a gentleman by chopping off his head. In vain did he protest, however, for none competent to make a good job of it could be found in the colony, and as a compromise he had to be shot. And, finally, we get a fine sidelight on international honor during the later eighteenth century in the action of Admiral Rodney at Saba. It seems that after the Dutch declared war against England during the American Revolution he captured the island but kept the Dutch flag flying over it so as to entice into his net as many as possible of the richly laden merchantmen which were making this so-called "Golden Rock" the chief market of the West Indies in those stormy days.

Tiny and remote as are the islands of the Lesser Antilles, they have made an indelible impress on the pages of history through some of their sons and daughters who have wandered afar. We in the United States owe to them a debt of gratitude for the gift of Alexander Hamilton, who was born on Nevis and grew to manhood on the Danish Island of St. Croix. It was on Nevis, too, that Lord Nelson, later of Trafalgar fame, found a wife in the widow of a Dr. Nesbit, and the entry of his marriage may still be read in the register of Fig Tree Church, which is located barely two miles from the boat-landing at old Charlestown. From Martinique France inherited two women whose names will be remembered so long as French history survives—the Empress Josephine, who was the daughter of a planter on Trois Islets, opposite Fort de France, the capital of the island, and that equally famous but more powerful woman, Francoise d'Aubigné, better known as Madame de Maintenon, the mistress of Louis XIV.

That the relations between the American colonies and the Lesser Antilles must have been very close is evidenced by the tablet in the Old North Church at Boston, which states that a large donation towards the cost of the erection of this church was made by the merchants of Barbados. How those old Tories would have sworn could they have been living when the news came that its janitor had hoisted lanterns in the belfry to signal Paul Revere on yonder shore of the movements of the British troops in their famous expedition which ended in the Battle of Lexington and ushered in the Revolutionary War! It was to Barbados, too, that George Washington made his only trip outside the United States. Besides, the little island of Tobago, over against Trinidad, was very dear to John Paul Jones, thanks to his having an estate there.

It will be a surprise to many to learn that Trinidad was the first resting place of the remains of Commodore Oliver Hazard Perry. It seems that, after the war of 1812, he had been sent to Ciudad Bolivar on the Orinoco to request the revolutionary government there to release some American ships which were being illegally held. Yellow fever broke out among his crew, and Perry finally contracted it, with the result that he died just as he was entering the harbor of Port of Spain to board the U. S. S. John Adams to return home. Arrangements were made to inter the body in the Lapeyrouse Cemetery, and when it was taken ashore it was received by the Third West Indian Regiment with arms reversed and the officers wearing white scarfs and white hat bands. In his desire to show full respect to the gallantry of Perry, who had treated the British prisoners after the battle of Put-in-Bay with such marked consideration, the governor himself attended the funeral, which was held at Holy Trinity Cathedral—a most unusual occurrence for those days when the governors were supposed to represent the personal majesty of the king.

But this must do for such extra-professional topics, for by this time some of our readers in their impatience are muttering: "Why doesn't he tell us about the schools?" My dear friends, there is method in my madness, for, judged by American standards, "There ain't no sech critters." This does not mean, however, that there is no system of education in the Lesser Antilles; on the contrary, each of the inhabited islands has its schools. Those of the Leeward Islands are under the direction of a Federal inspector with headquarters at St. John's, while those of Barbados, Trinidad, and the Windward group are supervised by local inspectors. It has been our privilege to meet and know the inspectors for the Leeward Islands, Barbados, and Trinidad, and we can truthfully say that all three gentlemen are well-educated Englishmen, who seem to have a clear grasp of the problems with which they are dealing.

[To be continued.]

"Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast.
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!"

—Oliver Wendell Holmes.

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Personal and Professional

LYNN H. HARRIS, principal of Howard Seminary, West Bridgewater, Massachusetts, is approaching his clientele from a new and vital angle by associating with Brockton, the metropolis of that section of the state. He is making Howard Seminary virtually a Brockton Seminary. He is a member of the Brockton Rotary Club and is one of the most effective public speakers of that city. He is also one of the most popular speakers in the entire region of which Brockton is the centre. He brings to Brockton, and consequently to the Howard Seminary clientele, the freshness and vigor of the West, from which he came to the Seminary two years ago. No one has come to Plymouth County in recent years who has taken as prominent a place in public favor as has Lynn H. Harris. This is an achievement worthy of note as an indication of the new relation between the West and the East.

BUTLER LANGHAM, appointed to the principalship of the Chicago Normal College, the position long held by Dr. William D. Owens, who died some months ago, has earned this notable promotion by the breadth of vision and human interests as principal of the Parker Senior High School, from which he is promoted. The selection gives much satisfaction to the principals of the city. It is a great opportunity that he has.

PETER A. MORTENSON, superintendent of Chicago schools for several years, ending in 1924, has been appointed principal of the Arnold School. Mr. Mortenson's promotion to the superintendency was due to his high efficiency as the principal of an elementary school, and this appointment brings him back to professional work, for which he is pre-eminently qualified. The appointment gives very general satisfaction.

EDWARD F. BUCHNER, Dean of Education, Johns Hopkins University, who is repeatedly demonstrating professional leadership in the city and state, has made another notable contribution to educational information in "A Marylander's Catechism on His Public School Children." It is the most effective way that we have seen the public school affairs of a state presented. Here is a sample answer to the question: "Where do the children go after leaving the high schools?"

"After leaving the high schools, 48.8 per cent. of the boys and 54.3 per cent. of the girls continued their studies in other institutions, excepting fourteen who pursued post-graduate high school courses. These included colleges and universities (23.6 per cent. boys and 13.1 per cent. girls), normal schools (3.3 per cent. boys and 19.9 per cent. girls), and other professional schools, such as engineering, medicine, pharmacy, law, dentistry. Commercial schools attracted 12.9 per cent. of the boys, and 10.8 per cent. of the girls. Office work, banking, clerking in stores and other forms of business engaged 20.7 per cent. of the boys and 19.9 per cent. of the girls. These graduates were absorbed by wide fields of serious activity and service. A bare 8.5 per cent. of the boys stayed or worked at home, while the home, including marriage, engaged 20.5 per cent. of the girls."

RIVERDA H. JORDAN, for nine years professor of Education, Cornell University, following several years as Dean of Education, Dartmouth College, had a remarkable preparation for the eminent service rendered in New Hampshire and New York. He was born in St. Joseph, Missouri, where he spent his childhood and youth. His university education was at Yale. He was teacher and principal of high schools in St. Joseph and Minnesota, and was on the faculty of the State University of Minnesota before going to Dartmouth and Cornell. His latest authorship is a highly valuable work, published by T. Y. Crowell Company, "Extra-Classroom Activities."

FRANK WILLIAM TAUSSIG, Harvard economist, is one of the world leaders in dealing with new economical problems. This is his thirty-fifth year as professor of Political Economy at Harvard, and he will be in his seventieth year in three months. He has just received an honorary degree from the Rheinische Freidrich-Wilhelms University at Bonn, Germany, in recognition of his work in economics. Dr. Taussig has been receiving honorary degrees with great frequency for forty-two years.

NIXON WATERMAN, Boston School of Expression and Dramatic Art, is attractively brilliant in entertainment, keen in the interpretation of passing events and as wholesome in his philosophy, and it is cause for congratulation that he has identified himself with the Boston School of Expression and Dramatic Art, 177 Huntington Avenue, since it makes him available for lecture courses and educational conventions. For several years he has spent his winters in Florida, which eliminated him from opportunities in the North.

ROBERT EDGAR ALLARDICE, who died at Palo Alto on May 6, had been professor of mathematics in Stanford University for thirty-six years. He was sixty-six years of age, a native of Edinburgh, Scotland.

Parent-Teacher Association

["The Parent-Teacher Association and Its Work." By Julian E. Butterworth, Ph.D., Cornell University. New York: The Macmillan Company.]

DESPITE occasional misapplied influence of a local Parent-Teacher Association, we consider it one of the noblest organizations magnified in the last eight years. From 1919 to 1927 the dues-paying membership increased more than a million.

Whatever criticism is now in the whispering gallery is either the echo of the time when it had no national organization or is the unregenerated local association which was conceived in mischief.

We have attended four meetings of the present National Parent-Teacher organization, several state meetings, and there has never been any word spoken on any program by one of the delegates that was not genuinely wholesome and intensely in earnest. The only misfit address we have heard at one of their meetings was by an important educator.

I have heard more vital, sane, practical things said regarding the family and its relation to children of pre-school age, and of youth out of school and after school age, than I have heard in religious or educational meetings in the last eight years. I can say this all the more emphatically because I have had no responsibility for any of the virtues of this organization.

This testimony which we have given is personal and in no sense official. Fortunately Dr. Julian E. Butterworth, of Cornell University, because of research funds controlled by Cornell University has been able to write officially of the noble achievement of the Parent-Teacher Association since 1920.

With more than a million and a quarter citizens, often the most alert in the communities, more or less actively identified with an organization of this character, they are rendering a service especially needed at this time. We have said on the platform reverently that this Association seems to have been heaven-born in an almost miraculous sense.

After familiarizing myself with Dr. Butterworth's report I feel like emphasizing that statement. Dr. Butterworth is superlatively cautious in his praise. He is especially keen of hearing where superintendents are criticised, of the tendencies of this outside organization. This critical attitude is natural. The school is a traditional institution and cannot be venturesome. There is inevitable jealousy of extra-officious organizations. We recognize the liability of any such organization to run counter to the fundamentalists in some places and to modernists in other places, but as a whole we feel like "thanking the Lord" reverently that the family has such a champion at this time.

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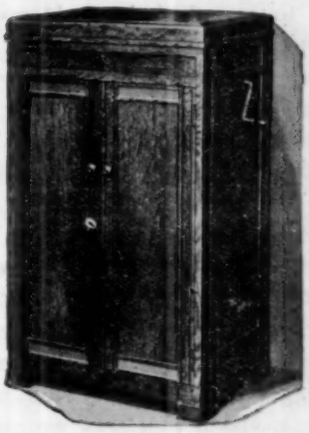

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The Educational Department

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School Problems

Edited by a School Executive

163. What do you consider the greatest handicap a general supervisor meets in helping a teacher? (Michigan.)

One of the greatest difficulties a general supervisor, whether he be a superintendent, a principal, or a person engaged in nothing but general supervision, meets is a concealment of difficulties. Somehow many teachers feel that to conduct their classes so as to reveal their problems lays them open to the criticism of poor teaching. I suppose this is natural, considering how much supervision of the past has been inspection and how few of our educational leaders even now are trained supervisors. But this attitude of concealment has to be broken down by confidence and co-operation before much real help can be given. Behind the common reluctance to experiment is the same fear of having unsatisfactory results checked up to poor teaching. This attitude of concealment and fear of experiment drives home once more our need of a bigger educational vision on the part of the teacher, a vision that sees we are all working for growth for ourselves as well as pupils and what we get depends on our frank co-operation and helpfulness. The creation of this attitude is one of the supervisor's big jobs.

164. When a special teacher has difficulty with a class to whom should she offer her criticism, to the teacher or the principal? (South Dakota.)

To the teacher first. That is why I advocate the ten or fifteen minutes of the supervisor's visit (and I am taking it for granted that you mean a special supervisor, as music or art) to be used in conference with the teacher. They can go over general or special problems in that time. If the difficulty is not cleared up quickly, because it is beyond the teacher, or if he fails to get understanding or co-operation, then the assistance of the principal should be solicited at once. If it is a matter affecting more than the particular class or teacher the principal should know at once.

A report to the principal from the supervisor without first telling the teacher involves discord usually. The teacher resents it as a discourtesy, and as a rule it is a poor policy to follow.

165. After you take the superior and sub-normal children out of a group how much value is there in dividing this middle group? Isn't there harm in it? (New York.)

Even after you take the superior and sub-normal from your group you will find that those remaining divide themselves naturally according to capacity and achievement into two or three groups, and can be taught to better advantage to all. Except in the finely organized systems of our big cities and wealthy towns little or nothing is done about special classes for our superior children, and only our decidedly defective mentally receive special attention. If you belong, as your question suggests, to one of these more fortunate places my first answer to your question is that the same educational principles which separated your superior and sub-normal from your mass, divides the group still further, namely, giving the child the opportunity to proceed along his natural lines at his own speed, which he can do best with others who can take the same incline at nearly the same speed. As to any harm that can come from it I suppose you have the inferiority complex in mind. I don't think there is much to fear there. In the first place the grouping should be flexible enough so that a pupil can go from one group to another as he shows needs of adjustment; and, secondly, the grouping is done every year, if not every half year. But most important it is a life situation. Society is pretty well divided according to ability. I don't need to go into that. Very little thinking it over will show it to be true, and while school will always be somewhat of an artificial situation we prepare the pupil best for life by making it as lifelike as possible. In any case the pupil knows pretty well where he fits into the abilities of his group, and it is only right he should if we are training him to be a truth seeker. He must face the fact of what he can do, and then realize that it is not knowledge alone but the will to work to put knowledge into action that brings success. There are successes that bring rich reward and happiness on many levels. Careful grouping, which is just one form of trying to meet the pupils' needs, is one way of bringing this about.

166. How can we get more time? The curriculum is crowded to the roof. There are frequent interruptions not scheduled and occasional unexpected holidays. How can we possibly accomplish what is expected? (Pennsylvania.)

This is a hard nut to crack. In the long run the community must be educated to the point of providing sufficient time and letting school schedules sacredly alone. Meanwhile, there is a challenge to every school teacher and officer to strive for the greatest possible efficiency in the time allowed. Wasted effort must be cut to a minimum. Better knowledge of pupil psychology would save many wasted moments. We must cultivate power, not just try to stuff heads with knowledge.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Mornings in the Out-of-Doors

During the coming year, once each week, Mr. Egan will take the children on a delightful ramble in the out-of-doors. Each ramble will deal with some remarkable thing found in nature; something that indicates far-seeing wisdom or character, or appreciation of beauty. In order to make these rambles as real as possible Mr. Egan calls himself Uncle Jed; Jed, of course, being the abbreviation of Journal of Education. We trust that this series will give both teacher and pupil an insight into the wonders of the world about and lead them to see purpose and design everywhere. We suggest that following the reading of each ramble the class look up the matter in reference books where illustrations and additional information will be found. —Editor's Note.

The Inventor of the Trap Door

Good morning, girls and boys:—

I am glad a little rain did not prevent you from coming into the woods this morning. Now that the sun has broken through the clouds and the birds are singing we can enjoy even more than before this little journey into nature's wonderland. While I am talking to you I want you to enjoy the moist smell of the growing things about you and listen also to the soft drip of the water from the branches high above.

I suppose the first man to invent a trap door thought he had done a wonderful thing. I imagine all his neighbors came to see it and shook his hand and went back home to create a trapdoor of their own. Meanwhile, thousands of years before, our old friend the spider had filed a claim on the trapdoor idea in the records of Mother Nature. The wise old spider I refer to did not feel safe on top of the ground. There were too many wasps and birds and snakes and toads around. He did not want to live in the water or on the water, so he decided he would live underground. The first thing he did was dig a deep, round hole. He lined the hole first with a coarse grade of heavy silk and then with a very fine, white, smooth grade that made it very easy for him to go up and down. But a mere hole in the ground was of little use to him because his great enemy the wasp could go up and down a hole as easily as he could. It became necessary for him to shut the dreaded wasp out, so what did he do but invent the trap door. He invented a very perfect trap door, too. He hollowed the edges of his silk hole and rounded the edges of his trap door and put on a very durable hinge and then so hung the door that when he let go of it it would close of its own weight. When he wanted to go out he lifted the door, and when he wanted to retire he simply let go of it and nature did the rest.

But the old spider knew that the air in the hole would not be good if the door closed down tightly, so he made a number of air holes in the door and around the top edge of the nest and these, I think, were the first attempts at ventilation.

Now suppose an enemy tried to open the trapdoor! The old spider ran up to it at once and, grasping the underside of the door with his forelegs and bracing himself against the walls of his nest with his hindlegs, he was able to hold it shut against all comers.

I wonder if there is any mention of the trapdoor spider in the patent office at Washington.

Goodbye! Make this a happy, useful day.

Uncle Jed.

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Houses We Build

Before I can talk to you about Houses We Build, I must be sure you know what the word *symbol* means, I suggest that you take out your dictionaries right now and discuss this word and talk it over until its meaning is very clear to you.

The reason I am so insistent that you know the meaning of the word SYMBOL is this: There is nothing to be found in nature that is not the symbol of something to be found in the spiritland. Let us now talk of Houses We Build.

Everything about us is building its house. If it be spring the brown robin is building hers in the boughs of the apple tree. She is happy and sings over her task. In the depths of the moist woods the snail is building his house out of lime, carrying the work of his art around with him wherever he goes. If it be fall, the goldenrod is building its house by the side of the road, a gay, golden castle with slates of pure gold and eaves of soft green from which the rain pours in a bright stream. Between two tall thistle spires the yellow field spider is building his home of the airiest of threads, the castle of a fairy queen in which an old hairy ogre has come to live. Under the bank near the roots of the oak the fox has burrowed his home into the soft earth, while above him, through a round hole in the trunk, the gray squirrel turns the oak itself into a granary for the storage of nuts. Wherever we look, things are building themselves homes; homes of mud where the wasp works; of honeycomb in the hive of the bee; of wood and bricks and stone in the villages of men.

Now all this is symbolic of a greater home building and a mightier task that we all labor at, often without knowing the nature of our toil. What task, you ask? The task of building the beautiful castles that are to house our own immortal spirits,—for the spirits must be housed. There is no doubt about that. Everything that is, is housed in some way or other, and everything that is, is a symbol of something mightier still. Of what material is this house of the spirit being built? Of the thoughts and desires and the spoken words and the deeds of each of us. The deeds are the strong foundations we lay, the desires the shape of the walls and the beauty of the grounds, the spoken words the ornaments, the candles, the rugs, the lovely or ugly things we carry in, and the thoughts, the spirits of beautiful face and raiment that we invite in to dwell with us.

The Houses We Build! The glorious lasting house of the spirit of each of us;—a dwelling beyond the reach of the hands of the world, where all treasure is safe, yet builded by the hands of the world, working with clay fingers where the rocks are rough and the mire deep and dark, but as full of sunlight and joy as the earth that houses the roots of the wild rose.

Our Thoughts Go With Us

A tree is fastened to the solid earth by big black roots. It cannot change its place nor leave the companions of its youth. If it rises up where there is no shelter from the wind it must bear the wild cuffs of the storm. Its destiny is worked out in the tiny spot where its seed first fell. How different is the lot of man! How free he is to face the storm or hide away from it! What measure is there to the miles that bind him except the surface of the rounded earth? And yet, man is not entirely free. He cannot wholly escape from things about him. Whether

he climb the high peaks of the wind-swept hills or travel in the sheltered valleys or live surrounded by his fellow men or live alone, his thoughts go with him, the eternal comrades of his wandering.

We are the sole companions of our thoughts and they of us. They travel with us in the day and people all our dreams by night. They cast a gay or sombre veil upon the hills we see; they gild the lily of the field or strip it of its lovely hues, they lend a mournful or a happy character to the very evening clouds. They glorify the faces of our brothers until the humblest shines with a calm beauty reflected from our inner selves; they open or close windows through which come glimpses of the grandeur of the earth. Our thoughts go with us, like a great servant host, like clouds of butterflies or bats with leathern wings.

Happy is he who fills the air of his high soul with thoughts of sweetness and of love and helpfulness.

The Cloth of Flowers

It is garden time once more. Yesterday I went into my garage and took down from the rafters the bunch of geranium roots that I hung there in the fall. I told you how in the dead of winter I found a lovely scarlet blossom bursting forth from a drying stem. That little blossom still clung in place, but it, too, was now old and dried. As I held one of the withered plants in my hand and looked at it I could not help wondering just where the beautiful spirit lived that had sent forth the flower. I knew the spirit was at home, but there was no door-bell I could ring to make it answer me. I knew that somewhere in that dried plant all the loveliness of life lingered and waited for the sun and rain to coax it into coming forth dressed, like a fairy, in the crimson cloth of flowers.

Thinking of these things I took the plants out into the garden and set them in a sunny place and watered them. This morning as I bent over them I noticed a new green creeping into the withered stems. Life was surging up towards the sun. The spirits were awake. The cloth of flowers was being spun. Another miracle was taking place. How crude and poor seem all the deeds of man to eyes that have studied the workings of the flowers!

In the City

Have you ever gone out into the cool, sweet woods after a spring rain? Perhaps a violet looked up at you from around the gray corner of a rock. This little poem is as sweet and refreshing as that violet, as full of meaning, too; the winter has given place to spring, the sleet has rattled on into the past, the oak tree creaks no more under the icy blast, there is no chill in anything, no ice at the heart of the rose, no withered leaf, no dread, no pain. Instead, there is the blossoming of beautiful things, wings of butterflies and songs of birds, and happiness in every wind, for honesty and truth and peace are on their errands touching all things with the magic wand of love.

In the City.

(Israel Zangwill)

Sudden amid the slush and rain,
I know not how, I know not why,
A rose unfolds within my brain,
And all the world is at July.

A trumpet sounds, green surges splash,
And daffodillies dance i' the sun;
Through tears fair pictures flit and flash
Upon the City's background dun.

Women are true and men are good,
Concord sleeps at the heart of strife.
How sweet is human brotherhood,
And all the common daily life!

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EDUCATION IN ACTION

Discuss Education of Backward Races

Among the many interesting subjects discussed by the British and French educational experts who recently met in London was the education of backward races. This is one of the questions that is causing considerable anxiety to Great Britain in such colonies as Kenya and India, while France in Madagascar and in Morocco has similar problems to solve. The outstanding impression left by the speakers was that there is no idea nowadays of exploiting backward races, regardless of native interests. Again and again the speakers emphasized that trusteeship was the only justifiable policy today. The educationists in conference thought that a mistake had been made in regarding education as the exclusive property of the government, whose control must inevitably be bureaucratic and therefore deadening.

Lehigh Tuition Pays Salaries

During the collegiate year of 1928-29 the tuition fees of students of Lehigh University will have reached a point where they just equal the salaries of the professors and instructors, according to a statement issued by the university. The statement points out that the administrative expenses and the cost of operation and maintenance of the physical plant as well as the many other items of expense incurred in the operation of the university are paid principally from income from endowment and from a few additional sources. The salary item is said to amount to approximately half the total expenditures of the university, the other half being expended principally on administration and operation.

Progress of Child Governs Program

School in which no grades nor marks nor promotions are used is conducted in Fairhope, Ala., to minister to the growing child. It is the Fairhope School of Organic Education. The school, directed by Mrs. Marietta Johnson, is twenty-one years old and is free to the children of the town. The children are grouped according to their chronological age, the teacher providing for the group the activities and exercises suited to that age and giving individual attention where needed. No lessons are assigned in the elementary school. The group may gather around the teacher for a period of geography, history or literature. Some project may be worked out or stories told. "The children are not hurried in their work, are not obliged to reach any external standard, but each day is sufficient unto itself," Mrs. Johnson explained. "Instead of reading, writing, spelling and arithmetic the children under eight years of age are given a great deal of creative hand work, music and dancing, stories of nature and ample time for free play. There are no desks at which the children must sit, but tables and chairs are provided where the children may work. It is not a do-as-you-please plan. The children are obliged to follow the directions of the teacher in every respect, but the teacher is controlled in what she demands and endeavors to sustain these demands on the basis that these are best for the child, rather than merely convenient for the school. The children pass from room to room automatically. No child may ever fail; no child may languish. The school must be a building process, never a breaking one. At fourteen years of age the young people enter the high school, not because they have been specially prepared for the high school but because life indicates that they are ready for another process, that of the adolescent. In the high school there is some work assigned which the young people may do out of school."

To Teach Over Radio At University of Cincinnati

A radio school, said to be the first of its kind, will open at the University of Cincinnati under the direction of Vincent H. Drufner, head of the university's night courses. While the arrangements still are in the experimental stage, Professor Drufner will direct lectures in chemistry, English and history each Wednesday and Friday through a local broadcasting station. Details of the radio course must be decided by the Faculty of the College of Applied Arts before the plan can be completed, Professor Drufner said.

Health Work In Rural Schools

"The problem of school health work in country schools is better met than formerly, partly through a wider appreciation of the fact that a force of specialists is needed to put a program in operation and partly by improved preparation of the new teacher in the theory and practice of health examinations, health teaching, and physical education," says the Federal Bureau of Education. Supervision in these activities is imperative if uniformly excellent work is to proceed through a county or district, and this is now furnished to an increasing extent by the employment of district or county health supervisors.

Secret Raises Irk Fitchburg Teachers

Objections were raised by high school teachers in Fitchburg, Mass., against salary increases granted to two teachers in violation of an agreement made when salary schedules were suspended this spring. It was charged that the school board secretly granted raises to Clarence N. Amiott, physical director, and James A. Chalmers, principal of the high school, making their salaries $3,500 and $4,100 respectively. The teachers contend that they were assured that no increases were to be given any teacher for a year and accepted suspension of their sliding scale of salary increases on that basis. They will now petition the board to be returned to the automatic increase schedule.

Students Criticize Political Methods

College students are not interested in politics because of the methods employed by politicians, is the finding of Professor Milton J. Conover, of the political science department of Yale University. To investigate the interest in current politics among Yale undergraduates, Professor Conover sent brief questionnaires to 1,037 students in Yale College. Ninety-five students volunteered commentaries. With but few exceptions their notes expressed the opinion that Yale undergraduates were not vitally interested in current politics. Many of the letters, Professor Conover says, essayed the causes for the evident and general indifference to American politics. But there was comparative unanimity in the belief that the chief cause was the "natural disgust of political realities."

Music Lessons For Rural Schools

In 17 rural schools of Lyon County, Kans., music lessons are given regularly, weekly or biweekly, by county supervisors of music. The service is not confined to school children, and in one community weekly lessons are given to a group of adults who meet at the church for instruction.

Girl Students Driving Men From College

Women students at Northwestern University are driving young men away from the institution, President Walter Scott admits. The situation has become so serious that President Scott announced that hereafter only women ranking in the upper one-fourth of their high school classes would be allowed to apply for admittance. Further regulation provides they must live either at home or in a dormitory.

Normal School Teachers Elect Miss Bishop Head

Miss M. Harriet Bishop of Worcester, Mass., Normal School was elected president of the Massachusetts State Normal School Teachers' Association at the eleventh annual conference of state normal schools in Bridgewater, Mass. Miss Bishop succeeds Edwin A. Kirkpatrick of Fitchburg. The new vice-president is Stuart B. Foster of Framingham, and he succeeded Miss Flora M. Stuart of Bridgewater. Miss M. Grace Ficket of Westfield remains as secretary and the new treasurer is A. H. Stroul of Salem, who succeeds Jesse W. Hubbard of Worcester.

Colleges to Help Industry in Maine

Representatives of Maine colleges and of the Associated Industries of Maine, at a meeting in Lewiston, discussed plans to install schools in four educational centres in the state for the instruction of selected foremen and second hands in the economics of industry and management. According to preliminary plans schools will be located near the University of Maine, Bowdoin College, Bates College and Colby College with professors from these institutions in charge. Groups will be limited to fifteen or twenty-five students each.

School Girl Waits Vainly for Mayor

Five-year-old Gloria Berliner of New York City is disillusioned. Her first date with a man was broken the morning school opened by none other than Mayor James Walker, who had promised the sunny-eyed young lady that he would call at her home and escort her to enroll in the kindergarten. She waited at her doorstep for more than an hour, then she went off to her first day of school with her mother, Mrs. Aida Berliner, vice-president of the United Parents Association of Williamsburg. At a meeting of parents of the neighborhood the week before to protest the installation of a junior high school in the local school building that housed a kindergarten and the first four grades, Mayor Walker met the young lady. In Miss Gloria's case it meant traveling ten blocks to the new school, and she told the Mayor that she "did not want to be killed like other children" by having to walk a long way to school, crossing many streets of heavy traffic. His eyes twinkling, the Mayor had responded that he would see that she went only around the corner from her home to Public School 50, if he had to take her there himself. But when the morning came for him to escort her to school, he failed to put in an appearance. His Honor will have a lot of explaining to do when next he meets her.

Children's Hearing Measured by 'Phone

Three million American school children are partially deaf, according to Dr. Harvey Fletcher, of the Bell Telephone Laboratories. It is harder for a partially deaf child, he says, to learn now, and later on it will be harder for him to earn. If these children were given medical attention, social and economic loss might be saved. To pick them out, a method of testing is needed, quick enough to survey large groups in a short time, and accurate enough to segregate the deafened for further examination. A method tried which proved to be most successful was that involving the use of the phonograph audiometer—a spring-driven turntable like that of an ordinary phonograph, an electromagnetic reproducer, and a group of telephone receivers. After the telephone receivers have been distributed and properly adjusted, the children hear numbers spoken, the loudness of each sound being less than that of the preceding one. With this arrangement it was found that there could be tested per hour seventy-five to a hundred and fifty children. Of over 4,000 school children thus tested it was found that 595, or 14.4 per cent., were hard of hearing, 3.2 per cent. had defects in both ears, and 11.2 per cent. had defects in one ear only. On examining the school records it was found that 57 deafened children had repeated 66 classes, while the same number of children having normal hearing, selected at random in the same grade, had repeated only 18 classes. These figures indicate, Dr. Fletcher declares, that if proper methods of finding deafened children, and treating them both medically and educationally, are adopted by the schools, probably more money will be saved by preventing the children from repeating classes than will be used in finding and treating these deficient children.

School Sickens Boy But He Goes Back

Moral suasion wins out sometimes when physical force fails. It did in a family in Quincy, Mass. The young hopeful of the family was taken to school on the opening day of the season by his mother. He didn't like it and returned home, a short distance away. His mother, surprised at his sudden home-coming, asked what was the matter. The boy said he was sick. The mother talked comfortingly to him and got him well again with her sympathetic voice. She then led him by the hand to school, where he remained to the end of the session. At the afternoon session he became conveniently sick and came home again. His father was in this time. "What's the matter, bub?" asked the father. "Sick," said the boy. "Too bad," said the father, reaching for a bottle of castor oil in the medicine chest. He turned to administer a generous portion, but when he turned to the boy, there was no boy. He was on his way to school. He has not been "sick" since.

THE ARLO BOOKS

Two or three years ago Superintendent F. W. Jackson spoke before a professional conference on the use of the narrative in teaching history. Nothing at the conference made a deeper impression. Urged on by professional people, who wanted just such material for school use, Mr. Jackson has written a book, THE HISTORY HOUR, for the use of teachers who are eager to interest and inspire pupils with history as a vital subject.

THE HISTORY HOUR is so simple and clear that inexperienced teachers can understand and use it with unquestioned success. It is a pleasure to call attention to a book so valuable to school people, especially to those who must teach without professional subject training or the supervision of specialists. At present Mr. Jackson is distributing the book from Madison, N. H., where correspondence should be directed.

P. S. The Arlo Books are spreading faster than ever this fall.

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Finds Indian Language Without Nouns or Verbs

A language that has no nouns or verbs is among the 180 languages which Sir George Gierson has mastered in a linguistic survey of India just completed. The survey was begun soon after Sir George came to India from Dublin University in 1873. It classifies the speech of about 290,000,000 persons and deals with 179 languages and 544 dialects. "There are languages," Sir George declares in his survey report, "whose phonetic rules prohibit the existence of more than a few hundred words and that cannot express what are to us the commonest and most simple of ideas. And there are others with opulent vocabularies rivaling English in their copiousness and in their accuracy of idea connotation. There are languages which know neither noun nor verb, and whose only grammatical feature is syntax, and there are others with grammatical systems as completely worked out as those of Greek or Latin."

School Attendance Perfect for 14 Years

Proudly wearing a solid gold medal given her by the board of education of the county because of perfect school attendance record for fourteen years, Miss Lillian Wilke, high school graduate of Peoria, Ill., aims to continue studies and in time be an educator. Not late or absent on a solitary occasion is her remarkable record; neither snow nor rain nor cold nor heat ever interfered with her being on time for every session since she, at four, entered the kindergarten. When she was six she entered the grade schools and then came four years in high school. "I got the school idea and being-on-time habit when a little girl, and it stuck to me like glue," she said. "An early teacher impressed upon my juvenile mind the necessity for learning. She interested all of the babies with her lessons, and we were fortunate through the years in having wonderful teachers who taught us, developed us, and saw to it that our recreation was the sort we needed to build bodies. Teachers have a great deal to do with stimulating and developing youngsters."

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TREND OF THE TIMES

NEITHER INDUSTRIALISM nor more intensive cultivation can save Japan from the plight of over population, in the opinion of Glenn T. Trewartha, assistant professor of geography at the University of Wisconsin, who recently returned from an extensive study-tour of Japan and Manchuria. About seventy-five per cent of the land in Japan is too steep or too rough for cultivation, he said.

COUNTRY CHILDREN have more colds, according to Dr. W. A. Evans, in his press column, "How to Keep Well." "The study was made by the New York Commission on Ventilation," he said. "It covered especially the children in one-room country, ungraded schools. The absenteeism rate due to colds, sore throat, and coughs, was about twice as high in the rural districts. The prevalence of colds was in inverse relationship to the atmospheric temperature. When the thermometer was lowest, colds were most prevalent."

TIBET is determined to "return to the seclusion in which she was buried for ages,"—so determined, in fact, that she again seeks to keep out foreigners. The last automobile was pushed off the road to Lhasa a year ago. Only the electric light remains on the Potala to indicate that there was a time when Tibet desired to progress on the lines of the West.

STRIKING TREND recently reported in France's labor situation is the proportionally heavy increase in recent months in the number of foreign labor admitted into France. Total entries, for May amounted to 9,202 which total included 1,579 foreigners returning to their jobs in France after leaves of absence in their native countries.

AUTOMOBILE TOURIST of today does less camping, preferring rather to stop at the hotels, according to representatives of the American Automobile Association. Another marked change in the mode of travel is that the tourist does not make such long daily trips as heretofore, seeming to prefer several days of shorter mileage.

INDUSTRIAL REVIEW reveals that there were only 732 strikes and lockouts in the United States during 1927—the smallest number for any year since 1917. The year this country entered the World War there were 4,450 strikes and lockouts. This number decreased rapidly until in 1926 they totaled 1,035. The most serious strikes during 1927 centred in the bituminous coal and the textile industries.

WEATHER BUREAU statistics to the contrary, there is a growing conviction that seasons are changing. Vacation centres are more than ever of the opinion that not only are winters milder, but that the seasons are shifting. What used to be summer is now a warm, rainy season, they claim. And what used to be fall is now hot and dry weather. But people cannot take advantage of the change because schools open as formerly and most vacations are over before this late season starts.

FIRES in most cities of the United States are increasing in number each year more rapidly than the population, according to an inquiry just completed by the Fidelity-Phenix Fire Insurance Company. Forty-seven out of sixty-three municipalities displayed advances last year as compared with 1920. The highest record was that of Portland, Oregon, with a 285 per cent. increase in the number of fires although the total of residents gained but thirty-five per cent.

PLAYGROUNDS in the United States and Canada absorbed $32,191,736 in 1927, as compared with $19,200,000 in 1926 and $9,317,000 in 1922, according to the Playground and Recreation Association of America. Nearly half the amount spent in 1927 was for the purchase of land, buildings and permanent equipment, and the remainder went for upkeep and salaries. The number of cities providing such facilities under leadership increased during the year from 505 to 815. Of these, 321 have year-round supervision of recreation.

WITH OVER 23,000,000 automobiles on our American highways it is easy to conclude that every adult in the United States can drive a car. Moreover, it can be expected that over half of our 120,000,000 population has had some experience in driving motor vehicles. That would be less than three persons to a car on an average. Deducting all children and many women who are content to drive only from the back seat, it would appear that a vast majority of adult males are operating cars.

The BOOK TABLE

JUNIOR HIGH SCHOOL ENGLISH. Cloth. By Claudia E. Crumpton, A. M., Detroit. Book One, 330 pages. Book Two, 340 pages. In Book Three, 375 pages, James Fleming Hosic is associated with Miss Crumpton. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Detroit has taken the lead heroically in the perfection of plans for the Junior High School, which is demonstrated in providing a complete book for each of the three years in English. The chief reason for lifting the seventh and eighth grades out of the elementary school, associating them with what was the freshman class of the former high school, is the opportunity thus provided for personal responsibility for knowing how to do the right thing in the right way independently at the right time. The best subject in which to have each student achieve this skill is in the use of English, and Miss Crumpton, the head of the English department in a Junior High School, Detroit, breaks loose from all the grammatical fetters of elementary school days and provides ways and means to establish correct habits in everyday use of English as naturally as they learn to play any game correctly. No one of the seventh grade will have any trouble in playing "obstruction golf," surmounting each obstacle more skilfully than the teacher can. We recently watched several boys and girls, as they played this new game, making the rounds in from ten to fifteen strokes ahead of their teachers.

Miss Crumpton's students will attain skill in a free and natural activity in speaking and writing each unit of the composition by games, exercises and projects with the same zest for achievement as they have in learning to play any other game skilfully.

Miss Crumpton has a student enter upon the study of each phase of English by the performance of an activity clearly related to his daily life.

As soon as a pupil has performed the activity naturally, intent only on the pleasure he can receive from it, he is made conscious of his shortcomings in the particular phase of composition by directed self-criticism, by criticism by the class, by the study of models, and by leading questions. This recognition of his own problems is an aid to rapid improvement as it leads the student to understand directly his own *need* for study and practice.

To correct the habits recognized as bad this book furnishes a wealth of practice material. More than sufficient practices and experiments are given to enable the teacher to adjust the work to fit individual and group needs and local conditions.

Definite goals for accomplishment are furnished in this series, and these goals are arranged in a steady progression from year to year. Standards are set up and material furnished for checking the progress of pupils toward them. The books avoid all haphazard progression. There is no unnecessary overlapping or unwarranted omission.

It is refreshing to see books made for Junior High Schools which assume that the day of drill in doing disagreeable things has changed to the practice of things in which they have a real ambition to overcome obstacles as in "obstacle golf." We are not surprised to have this famous achievement come from Detroit schools.

PUBLIC DISCUSSION AND DEBATE. By A. Craig Baird, University of Iowa. Cloth. 370 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

That which makes any new book in 1928 interesting is to see whether or not it has adopted the American ideals developed since 1920, and few books do this as neatly as does Professor Baird. It is almost amusing to see "Debate" linked with "Discussion." A public debate with admission tickets was a rare occurrence eight years ago. Now there is scarcely a week or even a day when some one does not challenge some one to a public debate.

"Discussion," like other phases of public speaking, has been largely a matter of entertainment, and otherwise seeking admiration for style of delivery, but in the last eight years the art of discussion and debate has shifted to community influence rather than individual appreciation. In the present political campaign any brilliant championship of Jefferson is mere entertainment. There is no trace of influence in any fact or philosophy that is more than eight years old, and a hoary joke or musty story saps the life of what might have been influential. Public peaking has gone from formal argument to committee conference, persuasive business talks and open-forum debating. The Rotary, Kiwanis, Lion and kindred dining clubs require speakers to get results. The business of some of them must be better because of the address that any one is paid for making at one of their clubs. Baird has focused the attention of students upon the way to wield the influence needed in this decade, and students of "Public Discussion and Debate" should get results in the application of the author's line of approach.

THE VOYAGE OF GROWING UP. By C. E. Turner, Massachusetts Institute of Technology, and Grace T. Hallock. For third and fourth grades. In the Malden Health Series. Cloth. Illustrated. 192 pages. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

There seems to be no limit to the ingenuity of C. E. Turner of the Massachusetts Institute of Technology in inventing schemes for making the health work of various grades in school captivating to children, while magnifying thrills in thinking what to do, how and when to do it, in promoting health.

"The Voyage of Growing Up" is certainly genius raised to the nth power. In these twenty-six chapters of this "Voyage of Growing Up" each of the chapters is as interesting a story as though it had no health purpose, as these stories have. It is as good supplementary reading as though that were its only purpose and it is as good health material for the third and fourth grades as though that was the reason for having children read it.

HOW TO DO RESEARCH IN EDUCATION. By Carter V. Good. Ph. D., Miami University. Cloth. 398 pages. Baltimore: Warwick and York, Inc.

Nothing is more needed than instruction in "How to Do Research in Education," and Dr. Good of Miami has rendered the cause of professional education a real service in studying the scattered material on educational research in monographs, articles and editorials, and has organized these contributions as has never been done before.

Such an organization and interpretation will prove of service not only to the large number of graduate students, but also to senior-college students, investigators, workers in research bureaus, superintendents, principals, teachers, and others interested in conducting educational studies. Considerable interest is expressed in the guidance problem at the graduate level, but a frequently recurring comment concerns the relatively small amount of comprehensive and organized material which is available for placing in the hands of the student.

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GRINS BETWEEN GRINDS

No Holidays

"Why are you crying, Fritz?"

"My brothers have holidays and I haven't."

"How is that?"

"I don't go to school yet."

A Question of "Mite"

Little Milton came home from Sunday School with a mite box.

"Why do they call it a mite box, Mother?" asked Milton.

"Because," chirped in his brother, "you might put something in it and you might not."

That's It

The gum-chewing girl
And the cud-chewing cow
Are somewhat alike,
Yet different somehow.
What difference,
Oh, yes, I see it all now,
It's the thoughtful look
On the face of the cow.

Some Do

English Teacher—"What figure of speech is 'I love mathematics'?"

Student—"Irony."

Sacrificed

Stranger—"Well, boys, and how did the game go today?"

Boys—"We lost."

Stranger—"What have you got in that bundle?"

Boys—"The umpire."

Her Fault

Judge—"I can't understand a big husky man like you beating a poor frail little woman like your wife."

"But she keeps nagging me until I lose my temper."

"What does she say?"

"She yells: 'Hit me, I dare you! Go ahead! Just hit me once and I'll have you dragged up before that bald-headed old fossil of a judge.'"

"Case dismissed."

"Bird Thou Never Wert"

This literary gem, a "short essay on frogs," by a young immigrant from Norway, is quoted from the Bulletin of the Chicago Board of Education:—

"What a wonderful bird the frog are. When he stand he sit, almost. When he hop he fly, almost. He ain't got no sense, hardly. He ain't got no tail, hardly, either, when he sit on what he ain't got, almost."—The Lampoon.

Second Best

A young woman artist, examining some of her pupils' sketches, remarked to one of the little girls:—

"And what have you been drawing, Mary?"

Mary replied: "Please, teacher, I tried to draw you, but it wasn't right, so I put a little tail to it and made it a sheep!"—Weekly Scotsman.

Baseball

"Henry, it says here that Mr. Jackson pelted the pill for three sacks. What does it mean?"

"Good heavens, Mary, can't you understand plain English? It means that he slugged the sphere safe and landed on the third pillow."—Chicago Record-Herald.

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Junior High School to Solve Rural School Problem

By William H. Bristow

The junior-high-school movement, which has exerted such a marked influence upon secondary education in the large centres of education, promises to become a potent factor in the rural-school problem of today. An attempt is being made in many sections of the United States to adapt the junior high school to small rural organizations. Evidence is already available to indicate that when organized under reasonably favorable conditions, the junior high school can make a valuable contribution to rural-school organization.

The failure of the junior-high-school movement to extend more rapidly to the rural sections may be laid to the following causes: (1) need of leadership; (2) lack of building facilities; (3) teachers not trained in junior-high-school work; (4) difficulty in entering the four-year high school; (5) failure to recognize possibilities.

If reorganization and articulation are necessary to meet the changing needs of society, then this reorganized program should be made available to rural boys and girls. Under competent teachers there is no reason why this reorganization can not be carried to the smallest school. The English, mathematics, social studies, language, science, and geography programs can be properly organized and articulated in the smallest school.

Exploration in junior business training and language may be made a part of the program in the smallest school. The equipment for these subjects need not be elaborate.

Junior high schools differ widely in the way in which they are organized and administered. There are, however, certain basic underlying principles which characterize a reorganized school. In some measure, at least, the rural junior high school can realize these objectives. Adaptations, however, must be permitted if reorganization is to be made possible in remote communities.

The acceptance of the junior high school plan for our rural schools will be a distinct gain educationally. In the first place it will stimulate reorganization of the program of studies and courses of study. Most of the work of curriculum reconstruction is now confined to the cities. City school boards are willing to provide the necessary funds to carry on curriculum reconstruction studies. The director of research and curriculum reconstruction can be employed here; the employment of such an official to do this work is seldom possible for rural schools.

While the results of studies made in the cities will be of value for all schools, we need to set up definite objectives for rural schools and from these objectives plan a program which can be carried on in the schools. With the acceptance of the junior high school plan as the ideal for rural organization, greater interest will result in the study of a curriculum adapted to rural schools. The adoption of the junior high school plan of reorganization as a state program has already taken place in Alabama.

In the second place, although an extensive program of try-out courses in home economics, general shop, etc., will not be possible in the small junior high school, considerable gain will result from the introduction of these courses, even on a limited basis. Nothing could be more nearly adapted to the life interests of rural boys and girls than live projects in home making, shop, or agriculture. In this field rural support should be most hearty for the junior high school organization.

No argument should be necessary for an extended program of health involving health instruction and physical education. Rural boys and girls are as much in need of this type of instruction as urban boys and girls.

Due to the limited opportunities for cultural contacts, music and art should form an integral part of the small school program. In addition to drawing, color study, design, etc., chorus singing, and a study of music, the curriculum should provide liberally for art and music appreciation.

Vocational and educational contacts are few in the rural sections. It is, therefore, essential that contacts with educational and vocational possibilities be made vicariously. Pupils should be brought in contact with educational and vocational possibilities through a program which will (1) administer a program of educational and vocational guidance designed to help pupils; (2) give such vocational training as the equipment of the school will permit and the needs of the pupils and community warrant.

A well-defined program of junior citizenship providing rich experience in home-room activities, auditorium, clubs, and pupil participation in government is essential for the complete functioning of a modern school. Educators and laymen are coming to realize the importance of the social-activity program. The development of such a program, however, must necessarily be gradual. The inauguration of a complete program before the pupils, the parents, or the teachers are ready for it is almost sure to have some unfavorable results.

It is in the social-activity program that our rural secondary schools are most lacking. The one-room school can do little in this respect for pupils in the grammar grades. There is little time for it. The very small high school is under the same handicap; first, there are not enough pupils, and, second, the pressure of attempting a broad program with two, three, or four teachers has crowded out the social-activity program. The organization of a junior high school with train-

ing in citizenship as one of its avowed purposes will stimulate interest in the social-activity program. Rural boys and girls should not be denied this important part of their natural heritage.

Another gain which will be made by the introduction of the junior high school is in bringing better trained teachers into the small community. Not only shall we have better teachers, but the organization under which they work will make possible much more effective teaching. Mute evidence of this is seen in the high mortality in the grades represented by the junior high school years in rural schools.

The almost universal experience where the junior high school organization has been adopted is that pupils remain in school longer. Take boys and girls from the "mark time and endless drill to pass the entrance examination for high school" atmosphere of the rural schools, place them in a good junior high school where they have richer associations, a broader curriculum, opportunity for physical education, practical arts, and the other features which go with a junior high school, and you are sure to hold them longer. More of them are sure to go on to the senior high school, and those who quit at the end of the junior high school period will be much better prepared to meet the problems of life than if they had remained in a school poorly adapted to their needs and interests.

—School Life.

Meetings To Be Held

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

4-5: All-State Conference for Vocational Homemaking Teachers, Western Illinois State Teachers College, Macomb, Adah Hess, supervisor, Springfield, Ill.

5-6: Illinois State Home Economics Association, Macomb, Illinois. Adah Hess, Springfield, Illinois.

4-5: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Potsdam, N. Y.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

14-17: Missouri State Teachers Association, Kansas City, Missouri. President, Eugene Fair, Kirksville, Missouri; secretary, E. M. Carter, Columbia, Missouri.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-19: Northeastern Indiana Teachers Association, Fort Wayne, Indiana.

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